



2025-26

Hirwaun Primary School Prospectus



Dear Parent / Carer,
Annwyl Rhieni / Gofalwyr,



On behalf of the Governors and staff I'd like to extend a warm welcome to Hirwaun Primary School. We are extremely fortunate to have an excellent learning environment in our new school building as part of the 21st Century Schools initiative joint funded by RCT and Welsh Government.

Hirwaun Primary is an English medium school with state of the art facilities, set in spacious grounds at the heart of the village. We are a happy, caring school that places great emphasis on the well-being of our children. We strive to create an environment that will foster independence and a joy of learning.

In partnership with the governors and parents, Hirwaun Primary School has dedicated staff that work hard to ensure that each child receives the support and learning experiences that address their individual needs.

The curriculum is rich, interesting and exciting, whilst offering our pupils challenge. A wide range of meaningful activities are enjoyed by our children with a focus on Inquiry based learning. Pupils are encouraged to work from first hand experiences which develop their interest and motivate their learning by giving them a sense of purpose for their work.

As our pupils develop we encourage them to take responsibility for their own learning and in doing so become more independent in thought and action. Confidence and self-esteem is raised through success and praise for effort and achievement, developing a positive attitude to school and education. We are particularly proud of the way in which we meet the needs of those children who need extra help to achieve their potential.

We believe that school should be a happy and purposeful experience for all children. We have high expectations and seek to challenge every child to the best of their ability.

We believe that parents are partners in the education process and welcome your involvement in the school. We provide regular opportunities for you to discuss your child's progress. You are also welcome to make an appointment to see the class teacher or myself at any time during the year.

This prospectus will give you an introduction to our school but please feel free to come and visit. We would be happy to show you around.

Yours sincerely,
Yn gywir,

Mrs Bethan Hill

Head teacher
B.Ed Hons NPQH

Mr Morien Morgan

Chair of Governors





School Contact Details

Hirwaun Primary School

Glannant Street
Hirwaun
Aberdare
CF44 9NF

Tel: 01685 811619

Email:

admin@hirwaunprimary.rctcbc.cymru

Chair of Governors

Mr Morien Morgan

Clerk to the Governors

Mrs Jill Williams
Governor Support
Tel: 01443 744000

Rhondda Cynon Taff Local Education Authority

Mrs Gaynor Davies
Director of Education
Tel: 01443 744000

OUR VISION AND AIMS

Our goal at Hirwaun Primary is to ensure that our children thrive and have the opportunities to become happy, healthy, confident learners who feel responsible and proud to be active members of their community..

We aim to:

- Create a happy, inclusive environment at the heart of our community where learning can thrive.
- Enable children to take responsibility for their own actions and learning; celebrating their efforts, diversity and achievements.
- Provide a curriculum that is accessible, inclusive and challenging, offering rich learning experiences.
- Develop the children's independence, perseverance and resilience whilst raising their aspirations through encouraging teamwork,



collaboration and experiences.
harness the power of digital
technology to enable our
children to become well
informed, responsible digital
citizens and life long learners

Teaching Staff

Mrs B Hill - Headteacher

Mr W Thomas - Deputy Headteacher

Mrs K Collins - ALNCO – Senior Leadership Team

Mrs C May – Senior Leadership Team

Mrs E Demery - Senior Leadership Team

Mrs M James

Ms A Follows

Mr L Edwards

Mrs R Davies

Mrs T Evans

Ms T Griffiths

Mrs R Vale

HLTA

Mrs C Williams

Mrs E Bowley

Mrs S Egan

Mrs M Morgan

Mrs C Lawrence

Mrs M Lewis

Mrs H Thurlbeck-Carter

Teaching Assistants

Ms K James

Mrs K Lewis

Ms J Keeping

Mrs A Hoskins

Mrs A Hill

Mrs K Watkins

Mrs H Hanly

Mrs Z Clark

Ms Z Burford

Office Clerk

Mrs A Roberts

Caretaker

Mr S Thurlbeck-Carter

Other staff working on site include catering staff in kitchens and cleaning staff who work after school has ended.



Members of the Governing Body

The school governors have overall responsibility for every aspect of the school. They have legal duties, powers and responsibilities laid down by legislation. Governors are appointed to:

- Decide what is taught in the light of statutory requirements laid down by the Government.
- Set standards of behaviour.
- Interview and select staff.
- Decide how the school budget is set.
- Make policy decisions.

School governors are parents, teachers and local community representatives. The local authority nominates some, parents themselves elect parent governors and others maybe co-opted by existing governors.

At Hirwaun Primary School all of our Governors work for the highest possible educational standards for the school, providing guidance, help and advice as appropriate.

School Governors

Chair of Governors:	Mr M Morgan
Vice chair of Governors:	CBC A Rogers
Parent Governors:	Mrs C Geake
	Miss K Evans
	Mr S Howells
	Mrs M Lewis
	Mrs S Oliver

Staff Governors:	Mrs R Davies
	Mrs M Morgan

LEA Governors:	Cllr J Woodward
	Cllr C Woodley
	Mr M Morgan
	CBC A Rogers

Community Governors	Cllr M Courtney-Solbach
	Mrs Z Goss

Headteacher	Mrs B Hill
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Clerk to the Governors	Mrs J Williams
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Election of Parent Governors will take place upon the cessation of the term of office or receipt of resignation
Procedures for dealing with any complaints regarding the school staff or Governing Body are on our school website.

Attendance and punctuality

Punctuality and attendance are closely monitored. Our aim as a school is to ensure the highest possible attendance of our pupils to ensure that they reach their potential. We encourage good attendance in a number of ways including providing a stimulating curriculum, developing good relationship and supporting families to overcome barriers to attendance.

Regular attendance and punctuality is most important if your child is not to miss out on any aspect of their education. When a child is regularly absent, it can seriously affect their grasp of important aspects of the school's curriculum and impair their progress in later years. It is not always possible for a class teacher to repeat lessons which have been missed.

Pupils should only be absent from school if they are too ill to attend or have an unavoidable hospital appointment. All other medical appointments should be made outside school hours, including non-urgent doctor and dental appointments. All appointment cards need to be shown to the school clerk.

If your child is absent through sickness or any unavoidable cause, you must inform the school by telephone on the first day of absence. Phone 01685 811619 – press option 1 and leave a message.

The school operates a First Day Response where we contact parents / carers to ascertain the reason for absence if no reason has been given.

The school must be informed on the first day of illness, not on the child's return to school.

Unexplained absences are recorded as unauthorised. For your information an authorised absence is defined as:-

1. When prevented from attending by sickness or any unavoidable cause
2. Exclusively set apart for religious observance by the religious body to which his/her parents belong

If your child becomes ill in school, we will send for you.

We must have up to date emergency contact numbers for all pupils. Alternative numbers, e.g. grandparents, relatives and neighbours should also be given. If you change your address or phone number, then please let us know. Parents are asked not to arrange to take pupils on holidays during term time. In order to ensure safeguarding of pupils a holiday form is available at school and must be completed before the holiday takes place so that we are aware of a child's whereabouts.

Punctuality

Why is it important?

It is important to arrive at school on time because

- Your child has maximum benefit from his/her lessons in school. Just 12 minutes late each day means that your child has lost 1 hour of school time in a week.
- When everyone arrives on time, lessons can begin straight away without interruptions.
- It is a good habit to get into from the very beginning of school life.

Coming to school and registration.

- Children should arrive at school no earlier than 8.50 am.
- Children are taken into school at 8.55am when the main gate is opened. The gate is locked at 9.05am.
- **Children arriving after the gate has closed must enter through the main reception.** Parents must sign their child in. Children will be recorded as late on the register, L code.
- Registers close at 9.30am in the morning. Children arriving after this time will be officially recorded as late after registration closes, U code.
- Parents are informed by letter or telephone if a child's punctuality is a matter of concern.

From the 1st of January 2015, Fixed Penalty Notices (FPNs) have been issued for any unauthorized absences that fall within the criteria set out in the Local Authority's Code of Conduct. The five categories are as follows:

- Where there is a minimum of 10 unauthorised sessions (5 school days) in the current term (these do not need to be consecutive) We also operate the "Meet and Greet" scheme. This is where the Education Welfare Officer stands at the gate and records all pupils arriving late. They will also ask you for the reason for your lateness.
- If pupils are persistently arriving after the close of the registration period i.e. more than 10 sessions in the current term;
- Where parents/carers have failed to engage with the school and/or the AWS in attempts to improve attendance but where court sanctions have not been instigated;
- Where there is a period of absence from school due to a holiday that has not been authorised by school.

Attendance 24/25

<u>Times of the School Day</u>	No children are allowed in classroom before 8.55am as there is no adult to supervise them.	Foundation Phase Classes:- Including Nursery
<div data-bbox="268 972 427 1144" data-label="Image"> </div> <p>School begins at 9:00am for all pupils. We ask that no children come into school before 8:50am as there is no adult supervision before this time.</p> <p>We run a Breakfast Club, which is funded by the Welsh Assembly Government, in the school hall. Breakfast Club opens at 8:10am and ends at 8.55am. There is no admittance to Breakfast Club after 8:30am.</p>	<p>In addition no dogs are allowed on school premises even if they are on a lead.</p>	<p>9:00am to 3.20pm</p>
	<p>The school and grounds are a no smoking zone in line with Government regulations.</p>	<p>KS2 Classes:- 9:00am to 3:20pm</p>
	<p>All pupils enter through the main gate and access their classrooms from the yard area.</p>	<div data-bbox="1023 1357 1430 1594" data-label="Image"> </div>
	<div data-bbox="756 1637 1259 1917" data-label="Image"> </div>	



Term Dates 2025-2026

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

Mon 1 Sept 2025 and *Monday 20 July 2026 will be designated INSET days for all LEA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. ***It is intended that this INSET Day will either be taken on Mon 20 July 2026 or at an alternative time for example in the form of twilight sessions.** All schools will be closed on **Monday 4th May 2026** for the May Day Bank Holiday.

Admission of Pupils

Rhondda Cynon Taff Local Authority controls and administers the entry of children to our school. This is the case for all maintained schools in our Authority. The school is therefore governed by the admission criteria as laid out in the 'Starting School' book.

The County Borough Council, as the LA, is responsible for determining the criteria and procedure for admissions. The LA will consult school governing bodies annually in relation to any changes in admission criteria.

The LA will comply with statutory requirements and will give full recognition to the expression of parental preference in the context of its duty to ensure the provision of efficient education and the efficient use of education resources.

Pupils will be admitted without reference to ability or aptitude during the academic year.

Additional Learning Needs

The school has a policy for supporting children with Additional Learning needs which is revised every year. The policy is available from the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practical.

Pre admission arrangements

- Children are admitted into school in line with RCT's admission process.
- Parents are invited to visit the school with their child for a "guided tour" and to meet the teachers.
- They start school on a staggered basis, initially attending for an hour session which is built up depending on how they settle. Each child is different and we appreciate that flexibility is important to ensuring a smooth transition into school.

School Premises

The school building is a brand new 21st Century build, with expansive grounds that include a rugby / football field, multi use games area and a forest schools area. The new school provides pupils with exceptional learning environments both indoors and outdoors.

Children benefit from state of the art facilities including two heart space environments that enable a range of flexible learning experiences to be offered. All classrooms exit out on to the enclosed play areas. Classrooms are bright and comfortable learning spaces with interactive whiteboards.

Anyone visiting the school premises for any reason in must come to the main reception area in order to sign our visitor sign in system and receive a pass.



School Organisation

- The school caters for children between the ages of three and eleven years.
- The Foundation Phase Curriculum is a statutory requirement for Nursery, Reception Year 1 and Year 2.

Stages of Primary Education

Age at beginning of academic year (September 1st)

Age 3	Nursery	➔	Progression Step 1
Age 4	Reception Class		
Age 5	Year 1	➔	Progression Step 2
Age 6	Year 2		
Age 7	Year 3		
Age 8	Year 4	➔	Progression Step 3
Age 9	Year 5		
Age 10	Year 6		

The number of pupils on roll and the number of children in each year group govern the arrangement of the classes. This can change from year to year and classes are kept as balanced as possible. Within each class, pupils are taught individually, as a group or as a whole class but always according to their needs and abilities.

We try to make the transition from home to school as smooth as possible by meeting all new parents before the children start school.



Pupil Voice Roles – Lead Pupils, Prefects, Eco Council, Rights Respecting Schools Council, Sports Ambassadors and Criw Cymraeg

Hirwaun Primary School recognises the importance of the pupil voice and their involvement in the decision-making process and development of the school. We have democratically elected representatives for a number of pupil roles. Children are given a chance to nominate members of their year group to represent their views.

The Councils represent the pupil voice in school. They hold regular meetings with staff and discuss issues relating to their school including ensuring the rights of children are at the forefront of school decisions, developing their playground areas, fund raising activities and Eco School Development. They also attend meetings with the Governing Body, putting forward pupils' views, suggestions and inform them of their work.



Our Curriculum for Wales Statement

Hirwaun Primary School is wholeheartedly dedicated to ensuring that the four purposes of Curriculum for Wales underpin our vision and aspirations for our children to enable them to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

Our Vision:

Our goal at Hirwaun Primary is ensure that our children thrive and have the opportunities to become happy, healthy, confident learners who feel responsible and proud to be active members of their community.

We aim to:

- Create a happy, inclusive environment at the heart of our community where learning can thrive.
- Enable children to take responsibility for their own actions and learning; celebrating their efforts, diversity and achievements.
- Provide a curriculum that is accessible, inclusive and challenging, offering rich learning experiences.
- Develop the children's independence, perseverance and resilience whilst raising their aspirations through encouraging teamwork, collaboration and experiences.
- Harness the power of digital technology to enable our children to become well informed, responsible digital citizens and lifelong learners.

Development of our new curriculum:

All staff have worked collaboratively and extensively to design our new curriculum ensuring that it is grounded in recent research and has the four purposes at its heart. Governors have been updated and informed throughout the process ensuring that they have a clear overview of the planning and expectations of our new curriculum.

The curriculum is designed to be broad and balanced and that key concepts are built upon and revisited in a range of contexts ensuring a deep level of understanding with the principles of progression at its core.

Our school curriculum is underpinned by the national mandatory principles of progression. These set out what it means for learners to progress and the capacities and behaviours our staff will seek to support.

It is structured on the six Areas of Learning and Experiences (AoLEs) and includes the mandatory elements of teaching Welsh, English, RSE, RVE and the cross curricula skills of literacy, numeracy and digital competence.

High quality pedagogy underpins an enquiry-based approach where metacognition is a key component of children's learning.

Assessment forms an integral part of our curriculum and we utilise a range of approaches including summative and formative assessments ensuring that learners have the skills and knowledge to understand where they need to go and how to get there.

The curriculum will be kept under review on a termly basis. There will be opportunities for feedback from a range of stakeholders to help refine and improve our evolving curriculum.

Curriculum review will be integral to the school's monitoring, evaluation and review cycle (MER).

Classroom Organisation

All classrooms are suitably resourced. All classes have interactive whiteboards, which are used daily, and there is wifi internet access throughout the school. Every class has a good level of access to PC's and a wide variety of programmes. All classes have access to chrome books, ipads and associated software. The school has invested in a variety of resources for supporting maths, English, science, ICT and humanities. Classrooms are warm and welcoming with cheerful displays. We want all our pupils to become curious, independent learners, so each class teacher ensures that every pupil has access to a suitable range of resources, which they can use independently. School provides all the resources that are used by the children. They do not need to bring pens and pencils etc, from home. Daily organisation of the classroom may vary according to the task to be completed. Children are expected to take responsibility for their own work and to complete tasks on time. Good pace and collaborative learning strategies are encouraged in lessons. Because children learn in a variety of ways they are taught in a



a variety of ways, this stops them getting bored and helps keep them on task. Pupils are taught through themes. However, where a subject doesn't fit sensibly into a theme it is taught discretely.

Independence is developed through Inquiry Based Learning. Literacy and numeracy are taught as separate subjects and also themes are used to develop these areas, particularly writing across the curriculum. When planning teachers identify opportunities for the development of key skills across the curriculum, including:- Communication, Numeracy and ICT skills, All children are taught to care for

the resources in their class and to use them properly.

Inclusion – Pupils with Additional Learning Needs (ALN)

The Governors fully recognise their responsibility towards pupils with ALN. We support the principle of inclusion and will continue, as far as possible, to provide the National Curriculum to ALN pupils through differentiated work and support within mainstream classes with some withdrawal for extra help with Numeracy and Literacy.

It is not unusual for children to have Additional Learning Needs at some stage. These may involve:

- learning in a specific area
- a medical condition that impairs the ability to learn
- a social, emotional or behavioural difficulty

The school's ALN Co-ordinator is Mrs K Collins who ensures that support is in place. The ALNCO works closely with class teachers and LSAs to ensure that children's needs are met through Provision Mapping or Individual Development Plans, which will demonstrate programs of specific interventions to each child's needs. If your child requires additional support, we will contact you when the concern is first expressed and will of course respond to any concerns raised by yourselves. Close communication between parents and school is vital as parental involvement is a vital part of any support program. Consent is also sought should an outside agency need to become involved. Children with additional learning needs are taught in the mainstream, with programs of study

designed specifically for them. Classroom support and/or withdrawal from the classroom takes place where appropriate. All children's progress is carefully tracked and monitored during the academic year.

Any minor difficulties, identified by the class teacher, are monitored by the schools in house system.

Pupils who have an IDP (Individual Development Plan) are provided with the appropriate support as detailed in their individual statement.

An example of a range of actions that might be taken if a parent or teacher has concerns about a child's progress would be to:

- monitor the child's progress
- differentiate the child's work
- talk to the parent about concerns
- if there are still concerns enlist the support of the ALNCO
- Hold a PCP meeting (Person Centred Planning meeting) to discuss a child's needs and decide if the school's universal provision can meet the need or if there is a requirement for an Individual Development Plan (IDP)
- undertake additional training
- provision of additional resources or support
- seek the advice and guidance of outside agencies
- monitor progress of the individual education plan and the child's success in meeting targets set
- keep parents fully informed
- adapt and adjust plan as progress is made.

Any or all of these actions may be taken. Outside agencies may include :

- Speech Therapists
- Learning Support
- Education Psychologist
- CAMHS
- Behaviour Support Service



Additional Learning Needs Resource Bases

From September 2025, Hirwaun Primary Primary School will have two Local Authority Learning resource bases for children with ASD.

One resource base caters for pupils in Foundation Phase and one for Key Stage 2 pupils who have additional learning needs that require a specialist provision. The resource base has a maximum on roll and the children's additional needs are met by means of individual programs within a small class environment.

More Able and Talented Pupils

It is important to understand what we mean by more able and talented pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- General intellectual ability
- Specific academic aptitude
- Creative thinking
- Leadership qualities/social skills
- Artistic abilities



- Ability in expressive arts
- Physical ability

MAT children can be identified as pupils who achieve two years beyond their age group in a certain subject. This could be about 1-2% of the school population. More able and talented children are identified through teacher assessment and judgements based on a variety of assessments.

At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task.

Personal and Social Education and Well-Being

This aspect of education covers a wide range of attitudes, skills and knowledge taught and developed through all the activities we do in school and take a very high priority in our school. If children's well-being is affected, then they are not ready to learn. The school currently has staff trained in Thrive, ELSA and Trauma Informed UK practices. The well-being of children is tracked, monitored and supported.

Relationships and Sexuality Education (RSE) should be a partnership between home and school. It is an integral part of our Health & Well-Being curriculum. We aim to be sensitive to the age of the children in all that we teach. The current Policy and information of how we teach RSE is available on the website.

Inclusion Accessibility

The school has an Accessibility Plan and aims to meet the needs of all our pupils. We make every effort to admit pupils with mobility problems. The school will also continue to identify those pupils with exceptional abilities and special aptitudes and provide additional learning resources. We undertake an annual audit of children with Additional Learning Needs. These children are reviewed regularly by staff and parents are informed of progress or difficulties.

Equal Opportunities

We believe that everyone has the right to equality of opportunity and should be free from all forms of discrimination. We recognize the right of equality of opportunity for all individuals including pupils and staff. The Equal Opportunities Policy can be downloaded from the school's website.



It is our aim to ensure that every pupil is given the opportunity to achieve the highest possible standards and preparation for the next stages of their life and education. That every pupil is helped to develop a sense of personal and cultural identity that is confident and open to change, and that is respectful and receptive towards other identities. We want every pupil to develop the knowledge, understanding and skills that they need in order to participate in a multi ethnic society.

Good Behaviour

Sometimes a child will need our help in achieving the high standards of behaviour which we expect.

At Hirwaun Primary School all classes follow an agreed policy of positive discipline. Classroom rules are agreed with pupils at the start of the year as part of our Rights Respecting Schools Class Charters. They are displayed, discussed regularly and clear expectations of behaviour are reinforced by praising and rewarding good behaviour throughout the day with a range of rewards. The children understand that every action has a consequence and poor behaviour may result in withdrawal from their group or classroom to work independently in another class.

Should the incident be more serious, the Deputy Head teacher or Head teacher may deal with it and will contact you.

Parents will appreciate that disruptive behaviour not only affects the development of the individual child but all members of the class. The school's procedure for dealing with this is set out below:-

- These are initially dealt with by the class teacher who will try to identify the cause. A system of rewards is operated to promote good behaviour.
- Persistent behaviour problems will be reported to the Head teacher, when contact will be made with parents and a meeting arranged. The aim of the meeting will be to inform the parents of the problem and to work out together the best way forward for the child.
- Support is offered by the Family Engagement Officer, this may include Thrive and ELSA support
- In the event of the problems still occurring, then professional educational help and advice will be sought after consultation with the parents, eg the school's Educational Psychologist/ Behaviour Support, SHINE, CAMHS and Resilient Families.

Bullying



- We will not tolerate bullying and will always investigate and take action when bullying is observed or reported to us
- Children are encouraged to report acts of bullying either to the class teacher, support staff or dinner supervisors.

- They must be listened to sympathetically.
- Children are taught to understand what constitutes bullying in class, circle time and school assemblies.
- We try to create a caring ethos in our school, older children are encouraged to care for and look after the younger children.



Our school adopts a zero tolerance policy towards bullying and racism. In the event of these parents will be contacted immediately

Home Learning

Home learning takes the form of Inquiry challenges, Literacy and Numeracy. Work is uploaded onto Seesaw or Google Classroom. Links to external learning sites can be found on Seesaw and Google Classroom. Each child has their own log in to access the learning. Where appropriate, reading books are sent home weekly by the class teachers.

School Security

In order to protect the pupils and staff at the school, all visitors to the premises must report to the school office and sign the visitors e-book. The yard gates are locked during the school day. The only entry to the school is via the reception area, please use the intercom system. Parents are asked to make arrangements to see staff out of school hours as an impromptu visit may disrupt a class lesson. For the safety of all pupils, parents are requested to inform the school if there is a change in personnel for the collection of their child. CCTV is used around the school site.

For health and safety reasons parents are not allowed to bring cars into school when dropping children off or collecting children from school. Only authorised vehicles are allowed on site. Restrictions apply to the movement of vehicles during the morning drop off (08:50 – 09:10) and afternoon collection times (15:10– 15:30). No vehicles will be allowed to leave any of the car parks during these times.



Collective Worship

All pupils have a period set aside during the day where they are given the opportunity to reflect and take part in an act of worship. This period is called assembly time. The children are given the opportunity to take part in a variety of assemblies throughout the week.

These assemblies include :

- Whole school awards assembly where a child or group of children from each class are given an award for a piece of work, or example of good behaviour during the week.
- Welsh assemblies, where children are given the opportunity to learn about and celebrate their Welsh heritage.
- Individual class assemblies linked to our Health and Wellbeing curriculum and focuses on pupils' emotions and feelings.

Religion, Values and Ethics Education (RVE) is taught in a variety of forms and we aim to place it within a context pupils can relate to from their own experiences. It is woven throughout our school curriculum. Children have an opportunity to learn about Christian traditions and culture and to appreciate those of other world religions. We believe that they should develop an understanding of moral virtues such as love, trust, friendship and caring.

Pupils are taught to respect each other and members of the wider community.

Welsh / Cymraeg



We promote the Welsh language, culture and heritage throughout the Curriculum. Children are encouraged from the Nursery upwards to use Welsh throughout the day. This begins in the Nursery with simple phrases such as -"yma (here) when marking the register, " os gwelwch yn dda" (please), "diolch" (thankyou) etc.

As the children progress through school so the use of Welsh is increased. It becomes an everyday part of their routine, and they respond and use Welsh with a growing confidence. By the end of the Foundation Phase, the children are beginning to read and write simple Welsh words and sentences. As the children move through Key Stage 2, the level of spoken Welsh is extended as are their writing and reading skills.



Welsh Culture and Heritage - Cynefin



"Cynefin" is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.

At Hirwaun Primary school, the curriculum and ethos, wherever possible will reflect and celebrate what is distinctive about life in Wales and helps pupils to acquire a sense of belonging and an understanding of diversity.

Saint David's Day is celebrated each year, with children wearing Welsh national dress and taking part in various traditional activities such as singing ,cookery, dance, art and craft .



Sport

Children have the opportunity of participating in a variety of sports.

Apart from the time-tabled P.E. and Games lessons, children are encouraged to represent the school in a variety of inter-school competitions, including cross country running, 5-a-side soccer, 7-a-side soccer, netball, mini rugby, cricket and rounders. Key Stage 2 children have the opportunity to access a block of swimming lessons in the Aberdare Swimming Pool. Children are only excused P.E. and Games on medical grounds.

Charging and Remissions Policy

Voluntary contributions are requested for visits / trips that take place during school hours on the understanding that no child is penalised because a parent does not contribute to the costs.

Our parents have been extremely co-operative over contributions in the past, for which the school is very grateful. We will endeavour to give sufficient notice about forthcoming visits with recommended contributions, which will cover the cost of transport, admission charge etc.



School visits

There are many occasions throughout the school year when educational visits are arranged and theatre companies visit school. The school follows Local Education Authority guidelines for all 'out of school' visits. Occasionally small groups of children will visit the local area with teachers and LSA's. A 'short visit' consent form is signed when your child enters school. Parents can request that their child does not take part in the visits. For visits other than local ones, parents will be informed in writing of the nature of the visit and appropriate written consent obtained. Parents are asked to contribute towards the costs of the visits to enable them to happen. If a parent has difficulty in paying, please come and see the Head Teacher.

Assessment, Recording and Reporting

Assessment is ongoing and recorded throughout the year with pupil progress tracked by class teachers and at regular intervals by the senior leadership team. Staff, parents and pupils contribute to and inform the assessment process. Assessments provide a holistic picture of children's needs across the school to ensure interventions and support is placed where most needed.

Pupil progress is discussed with parents during parental consultations each term and is shared in a written report prior to the end of the summer term. Welsh Government tests in Reading, Procedural Maths and Reasoning are undertaken twice a year by pupils in Years 2 to Year 6 and are shared with parents in the written report.

Baseline assessments are undertaken by Nursery staff in the first six weeks of school and parents receive a written letter in the first half term.

The main aims of assessing and recording children's work are as follows:

- To have an accurate picture of what each child can do; i.e., skills and concepts achieved and understood.
- This knowledge enables the teacher to carefully plan ahead and ensure all children are given appropriate and challenging work, which will continually move them forwards.
- To identify gaps in the children's knowledge and understanding.
- Accurate assessment can highlight areas of uncertainty and weakness thereby allowing the teacher to ensure that a child can be helped through his difficulties.
- To ensure there is progression and continuity in learning as children pass through the school.
- When children change classes their new teacher can be accurately informed of their levels of understanding so that each child will continue from the point at which their previous teacher left them.
- To be able to accurately inform parents of their child's progress.

Both formal and informal methods of assessment are undertaken at Hirwaun Primary School. Informal assessment occurs on a daily basis when the teachers are working closely with the children. Formal assessment involves testing and teacher assessment, the results of which are recorded and held centrally.

Pupil Data Protection



The school collects information about pupils and their parents/guardians at admission to school and for specific purposes during the year. Every effort is made to ensure the accuracy and security of the data collected which is generally stored on the school computerised management information. Individuals have certain rights of access to personal information held on them, these are held in our Fair Processing Notice which is available on request from the school.

School Uniform

It is hoped that children will wear the school uniform which has been approved but is not compulsory. It is considered that the school uniform makes a considerable contribution to being part of the school community.

We ask parental co-operation in encouraging children to wear school uniform at all times.

The school uniform comprises of the following articles of clothing:

White / Red polo shirt
Grey or black skirt / pinafore / trousers
Grey or black jogging trousers
Red sweater / sweatshirt / cardigan
Red Hooded Top

There is no requirement for school logos on the school uniform. All items can be bought at local stores or supermarkets. Please contact our Family Engagement Officer if you need any support with uniform as we have a range of new and pre-loved items available.

Please ensure that all clothing is marked clearly with your child's name.

Pastoral Care

We strongly believe that a strong home/school relationship is fundamental to pastoral care. We want the children to feel "at home" when they are in school and we feel that communication between parents and teachers helps to achieve this.

Parents are always welcome into the school to discuss any problems or worries and are likewise consulted about any educational or behavioural problems relating to their own child.

The Head teacher or Deputy Head are usually available to deal with matters of urgency. The Family Engagement Officer (FEO) is also available to support parents. Appointments can be arranged by contacting the office on 01685 811619.

Parents' meetings are held each year. In the Autumn Term teachers present what and how children will learn throughout the year, giving parents an opportunity to meet the new class teacher and find out how to support their learning. A second evening is held in the Spring Term when parents can discuss progress made. The third Parents' Evening provides an opportunity to discuss the whole year's work. An end of year written report is given to parents in July.

Parents will also be welcomed to support such school activities as sponsored events, Christmas concert / show and the Annual Sports Day.



Midday meals

Meals are cooked on the premises. School dinners are available for children throughout the school, from Nursery to year 6. All meals are free, there is no cost to parents.

Children are offered a multiple-choice daily menu. The two week menu is available to view on the school website. Alternatively, packed lunches may be brought. All lunch boxes should be clearly labelled and pupils are encouraged to make healthy choices. All mid-day meals are eaten in the school dining hall. Drinks must be brought in plastic bottles / containers.

CANS AND GLASS BOTTLES ARE NOT ALLOWED FOR REASONS OF SAFETY.

Emergencies

Accidents happen in school and although there are always members of staff with training in first aid, sometimes a child may need to see a doctor or visit hospital. If there is a problem we need to be able to contact you quickly, so please make sure we have a number of emergency contacts listed on your admissions forms in the office. If you need to contact us please ring the school number. There are also times when your child may be taken ill during the school day. In these circumstances we will contact you to collect your child/children. If we cannot contact you we will use the other emergency numbers on your contact sheet. It is important that you inform us promptly of any change of telephone number for yourself or any other people listed on your contact sheet.



First Aid and Medical Information

We have two accredited First Aiders. Well-resourced First Aid boxes are kept throughout the school. We also have a defibrillator on site that all permanent staff have been trained to use. We have portable First Aid kits to use when they children are off school premises on visits etc. Basic First Aid will be carried out in school and any head injuries will be reported to the parents by phone so that they can arrange to come to school to assess the injury. However, if we feel the child may need hospital treatment we will contact parents. If we fail to contact a suitable adult the child will be taken to hospital by a member of staff.

Please inform us if your child suffers from any serious or recurring medical problems, allergies, sight, hearing or speech difficulties. Information is treated as confidential and it will help us to help your child.

If any child requires prescribed medication from the doctor during the day, the school must be informed and a form to be completed for school to administer it. All inhalers will be kept in the appropriate classroom and any other medication will be kept in the school office.

Please note: Unless prior arrangements have been made, pupils must not bring any medicines to school.

The nurse visits periodically to test sight and hearing, also to talk to Year 6 pupils about personal hygiene and puberty.

Dogs

Please do not bring dogs onto the school premises even if they are on a lead. No matter how gentle your dog is children can be easily scared.



Smoking

This school is a designated 'No Smoking Zone'. Please do not smoke anywhere within the school grounds.

Parking



Please do not bring vehicles onto the school grounds at any time, this includes children attending breakfast club, to ensure the safety of our children. Parents are requested to park away from the school gates in the lay-by to ease congestion. Please park with consideration for our neighbours and other road users.

Complaints Procedure

Parents are welcome at any time at school. If you have a query or problem, please first speak to your child's class teacher. In the event of a parent wishing to make a complaint against the school, they should in the first instance speak to the Head Teacher. If your complaint is about the Head Teacher, please contact the Chair of Governors. The complaints procedure is published on the School's website.

Healthy Schools

Hirwaun Primary School is committed to being a healthy school. We promote a healthy lifestyle in line with government initiatives. Milk is free to all Foundation Phase children. We encourage children to bring a fruit snack and a healthy, balanced packed lunch to school and to drink water throughout the school day.

Transfer of Pupils

At the age of eleven, pupils are transferred to:

Aberdare Community School
St John Baptist Church in Wales School

We have good links with all local secondary schools. Throughout the year there are opportunities for pupils to benefit from the expertise and equipment which these schools have to offer.

There are also Open Days and events for pupils and their parents to attend to help them select the best school to continue their education. We are happy to support each school in their planned programme of induction for their new and prospective pupils.